

**Goal**: Students will be able to identify and analyze characteristics of early civilizations in the Fertile Crescent and Egypt and then provide examples of their impact on the modern cultural landscape.

**Role**: You are a State Department Advisor preparing a briefing packet for a diplomat traveling to the Middle East. This diplomat has requested specific information regarding the **ancient history** and **contributions** each of the following modern-day countries: Egypt, Lebanon, Israel, Iraq, Iran, and Turkey.

**Audience**: State Department Official

**Situation**: You will be presenting your briefing to a State Department Official before leaving for the Middle East in 48 hours.

**Description**:

* **Part I: Introduction and Research**
  + Students will work individually as advisors. They will explore several websites prepared by the teacher. They will analyze each of the individual sites and take notes.
  + Each group will have 90 minutes to evaluate and take notes for every site.
  + The teacher will work as a department official and will visit each student to guide them in researching each site.
* **Part II : Analysis** 
  + After visiting all sites, students will organize their findings.
  + Using their individual notes and knowledge of early civilizations, students will analyze their findings in response to the situation.
* **Part III : Briefing**
  + Using their notes, an SOL word bank, and their knowledge of early civilizations, students will prepare a briefing for a diplomat traveling to the Middle East.
  + Students may use Word, Publisher, or other computer programs to create their briefing.
    - *If you have the skill, you may prepare a digital briefing for viewing on a portable device.*
  + Each student should include the following information in their briefing:
    - **1 Modern Political Map** with the following ancient places labeled:
      * Fertile Crescent, Upper Egypt, Lower Egypt, Jerusalem, Tyre, Asia Minor, Sumer
    - **1 Paragraph for each** modern country discussing the **ancient history** and **contributions** of each:
      * Egypt, Lebanon, Israel, Iraq, Iran, and Turkey
    - **5 Pieces of evidence** including:
      * 1 Primary Source Document
      * 1 Secondary Source Document
      * 3 Images

**Grading Rubric for Self assessment**

**Directions: Circle the score you think you deserve for each of the categories. then Add the numbers together then divide that numbert by 4 to get your score. last, circle the overall grade you feel that you deserve at the bottom of the page**

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| **Criterion** | **4 -- Advanced** | **3 – Above Average** | **2 – Proficient** | **1 -- Emerging** |
| **Responsiveness** | Responds directly  to the assignment  question | Responds to the  majority of the  assignment question | Responds  to a portion  of the assignment question | Does not  respond to  the assignment  question |
| **Knowledge/**  **Application** | Key course concepts and terms are used correctly as well as exceptionally  applied throughout the answer | Key course concepts and terms are used and applied sufficiently  throughout the  answer | Key course  concepts and terms are used  incorrectly or seldom applied  correctly throughout the answer | Key course  concepts  and terms are  not used and/or  applied correctly throughout the answer |
| **Evidence and Examples** | Multiple pieces of evidence and/or examples back up the points made in all responses | One piece of evidence or one example backs up the points made in all responses | Evidence and/or examples are given but not for every response | Little to no evidence and/or examples are used to back up assertions in responses |
| **Analysis** | Clear evidence of analysis beyond a recitation of course content with a discussion of broader  implications and relationships between one or more course topics are directly and explicitly addressed | Some analysis and discussion of broader topic  implications and some discussion of relationships between one or more course topics is evident | Little analysis or discussion of broader topic  implications and/or relationship between one or more course topics is evident | No discussion of broader topic  implications and/or relationships between one or more course topics are evident |

**Uniform Scoring**

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| **4.0 = 100% = A** | **3.0 = 86% = B** | **2.0 = 76% = C** | **1.0 = 66% = D** |
| **3.7 = 92% = A -** | **2.7 = 82% = B-** | **1.7 = 72% = C-** | **0.0 = Incomplete = E** |
| **3.3 = 89% = B+** | **2.3 = 79% = C+** | **1.3 = 69% = D+** |  |